

## CODE ELEMENTARY

315 Holland Avenue  
Seneca, SC 29678

**GRADES** PK-5 Elementary School

**ENROLLMENT** 403 Students

**PRINCIPAL** Andrew P. Inabinet 864-885-5030

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	51	4	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes

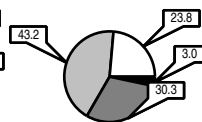
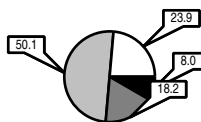
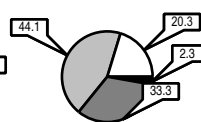
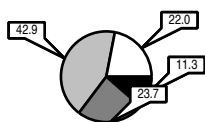
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	194	100.0	20.6	43.9	33.3	2.2	43.9	Yes	Yes
Gender									
Male	111	100.0	25.7	39.6	34.7	0.0	41.6		
Female	83	100.0	13.9	49.4	31.6	5.1	46.8		
Racial/Ethnic Group									
White	118	100.0	14.8	42.6	39.8	2.8	53.7	Yes	Yes
African-American	71	100.0	28.4	44.8	25.4	1.5	29.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	137	100.0	16.0	45.0	35.9	3.1	51.9		
Disabled	57	100.0	32.7	40.8	26.5	0.0	22.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	194	100.0	20.6	43.9	33.3	2.2	43.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	100.0	20.8	43.3	33.7	2.2	44.4		
Socio-Economic Status									
Subsidized meals	143	100.0	21.5	50.0	25.4	3.1	37.7	Yes	Yes
Full-pay meals	51	100.0	18.0	28.0	54.0	0.0	60.0		

Mathematics - State Performance Objective = 15.5%									
All Students	194	100.0	23.3	42.2	23.3	11.1	43.9	Yes	Yes
Gender									
Male	111	100.0	25.7	38.6	24.8	10.9	44.6		
Female	83	100.0	20.3	46.8	21.5	11.4	43.0		
Racial/Ethnic Group									
White	118	100.0	15.7	41.7	27.8	14.8	54.6	Yes	Yes
African-American	71	100.0	35.8	40.3	17.9	6.0	28.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	137	100.0	17.6	43.5	23.7	15.3	53.4		
Disabled	57	100.0	38.8	38.8	22.4	0.0	18.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	194	100.0	23.3	42.2	23.3	11.1	43.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	100.0	23.6	41.6	23.6	11.2	44.4		
Socio-Economic Status									
Subsidized meals	143	100.0	26.2	44.6	20.8	8.5	36.9	Yes	Yes
Full-pay meals	51	100.0	16.0	36.0	30.0	18.0	62.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	67	98.5	28.3	38.3	28.3	5.0	33.3
	<b>Grade 4</b>	81	98.8	24.3	54.1	21.6	N/A	21.6
	<b>Grade 5</b>	84	98.8	31.3	52.5	15.0	1.3	16.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	100.0	21.1	35.1	42.1	1.8	43.9
	<b>Grade 4</b>	57	100.0	20.4	53.7	25.9	N/A	25.9
	<b>Grade 5</b>	78	100.0	21.1	59.2	15.8	3.9	19.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	67	100.0	14.8	60.7	18.0	6.6	24.6
	<b>Grade 4</b>	81	100.0	18.7	52.0	18.7	10.7	29.3
	<b>Grade 5</b>	84	100.0	18.5	71.6	6.2	3.7	9.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	100.0	29.8	36.8	28.1	5.3	33.3
	<b>Grade 4</b>	57	100.0	16.7	51.9	16.7	14.8	31.5
	<b>Grade 5</b>	78	100.0	21.1	51.3	15.8	11.8	27.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 403)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.0%	Up from 3.4%	3.4%	2.7%
Attendance rate	96.3%	Down from 96.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.5%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	15.5%		3.5%	3.5%
Eligible for gifted and talented	8.1%	Up from 6.2%	11.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	Up from 15.3%	9.5%	8.2%
Older than usual for grade	1.5%	Up from 1.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	57.8%	Up from 50.0%	47.9%	51.4%
Continuing contract teachers	91.1%	Down from 95.7%	88.1%	87.5%
Highly qualified teachers**	86.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.8%	Up from 91.8%	86.5%	86.7%
Teacher attendance rate	95.1%	Up from 93.8%	94.5%	94.9%
Average teacher salary	\$42,397	Up 2.9%	\$40,013	\$40,760
Prof. development days/teacher	14.4 days	Down from 14.5 days	13.5 days	12.4 days

School

Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	12.7 to 1	Down from 14.5 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 89.5%	89.3%	90.0%
Dollars spent per pupil*	\$7,194	Up 4.0%	\$6,024	\$6,044
Percent of expenditures for teacher salaries*	72.9%	Up from 61.3%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We have had a very productive year at Code Elementary School. Our outstanding faculty and staff of 81 have worked diligently to help our 450 students in 3K-fifth grade to achieve success. Through Title I, Education Accountability Act, and Education Improvement Act funds, we offered lower class sizes in Reading English Language Arts and Math for 2nd-5th grade students; additional assistance in reading through Reading Recovery and Literacy groups for K-2nd grade students; and Literacy Lunches and Afterschool Academic Assistance for 3rd-5th grade students.

Through our Accelerated Reader program, students surpassed our AR goal of 25,000 points and increased our circulation to more than 77,000 books. Through our "CCC" math computer lab program, students showed gains in master of SC standards-based math skills. This year, we also piloted the MAP (Measuring Academic Progress) computerized-assessment program in math, reading, and ELA for students in 2nd-5th grades. Next year, the MAP assessment will be administered three times as another method for showing student progress in each of these areas.

We also continued our annual "Meet the Teacher" Night, "Open House," Valentine's Carnival, Science Fair, PTO meetings, and SIC luncheons. PTO continued to sponsor celebrations for our "Honor Roll" and "Perfect Attendance" students, as well as breakfasts for parents and grandparents. School-Community Partnerships such as Therapeutic Child Treatment (TCT), Oconee Kids Health, Keep Oconee Beautiful (KOB), and Friends of the Blue Ridge Field Project also continued with success.

This year, we received two "Project Circuit" Clemson University/PT3 grants to continue our efforts toward technology upgrades and training. We also completed the first of two years of our History! Televised Live National Endowment for the Humanities' grant which focused on historical literacy. These grants enabled our students to learn how to use technology as a tool for learning and communication through the addition of wireless, mobile laptop and hand-held computer labs, iMovie stations, our Code News Show studio, and digital cameras. In addition, our second grade's EIA Code Health Alert grant provided our students with health tips, healthy food samples, and healthy activities throughout the year. We also became a "Professional Development School" in collaboration with Clemson University.

Together our faculty, staff, parents, and community of sponsors and volunteers continue to work daily to maximize learning for every student. Like President Bush, we want "No Child Left Behind."

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	60	35
Percent satisfied with learning environment	100.0%	83.1%	85.7%
Percent satisfied with social and physical environment	97.4%	90.0%	85.7%
Percent satisfied with home-school relations	68.4%	87.7%	51.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.